DOCUMENT RESUME

ED 443 195 EA 030 528

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TITLE	A Study of the Supply and Demand of School Administrators in Nebraska.
SPONS AGENCY	Nebraska Council of School Administrators, Lincoln.; Nebraska Association of School Boards, Lincoln.
PUB DATE	1999-04-00
NOTE	26p.
PUB TYPE	Information Analyses (070) -- Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Characteristics; *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; *Faculty Recruitment; *Personnel Selection; Public Schools; School Administration
IDENTIFIERS	*Nebraska

ABSTRACT

A survey developed by a task force composed of the Nebraska Council of School Administrators and the Nebraska Association of School Boards was completed by 226 school superintendents, mostly from rural districts. The respondents reported that 801 administrators were employed in their districts and supplied estimates of retiring administrators. An overall retirement rate of 60.9 percent within 10 years was calculated. The positions with the largest number of vacancies within the past 5 years were, in order, senior high school principals, elementary school principals, central-office administrators, and assistant senior high school principals. This study supplies information about the number of position vacancies, qualifications for such vacancies, and improving the supply and quality of administrators. Superintendents reported a mean of 7.7 years employment as superintendents, and a mean of 7.3 years remaining before retirement. (DFR)

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A STUDY OF THE SUPPLY AND DEMAND OF SCHOOL ADMINISTRATORS IN NEBRASKA

Sponsored by the

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April 1999

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Executive Summary

The study was begun in November 1998 and concluded in March 1999. A survey developed by a Task Force composed of NCSA and NASB members was sent to 258 superintendents of schools; 226 (87.6%) responded, mostly from rural districts (208), 16 from suburban, and none from urban districts. The respondents reported that 801 administrators were employed in their districts and supplied estimates of retiring administrators. An overall retirement rate of 60.9% within 10 years was calculated.

The positions that had the largest number of vacancies within the past five years were; senior high school principals (94), elementary school principals (64), central office administrators (55), and assistant senior high school principals (31).

Of the position vacancies of the past five years, the superintendents reported that 17.4% had five or fewer applicants, 24.1% drew six to ten applicants, 23.3% had from 11 to 15 applicants, 12.6% drew 15 to 20 applicants, and 22.5% attracted 21 or more applicants.

Of those applicants, the superintendents chose from a range of qualified applicants, as follows. In 7.6% of the vacancies, 10% or less of the applicants were deemed to be qualified for the position vacancy; 18.8% had from 11% to 25% qualified applicants; 27.2% had 26% to 50% who were qualified; 20.0% had 51-75% who were qualified; 10.3% had 76-90% who were qualified; and 16.1% reported that from 91 to 100% of applicants were qualified. Thus superintendents indicated that in less than half the vacancies (46.4%) were half or more of the applicants qualified for the position vacancies in their districts.

The most attractive features of their districts were identified as "location (regardless of the location of the district in Nebraska); size; community support; quality, e.g., of life and community; and stability of the school and community."

Two thirds (68.4%) indicated that no inducements were offered applicants for administrative positions in their districts. About one in eight (11.8%) indicated that "Salary" was an inducement while 7.5% noted both "Moving expenses" and "Options" as "Chance to be part of a quality administrative team" as inducements.

Almost three of four (73.4%) indicated that no applicants had declined offers. "Salary" (14.7%);" "Specific Reasons," e.g., "Housing shortage" (14.7%); and "Location" (5.6%) were the most frequent reasons given by applicants who declined offers of administrative employment.

The suggestions--129 overall--for improving the supply of administrators were: "Salary, money, or dollars" (50.4%);" "Easing of regulations" (19.4%); "Increasing community support" (13.2%); and "Improving working conditions" (12.4%).

Of the 175 suggestions for improving the quality of administrators, about a third (32.6%) were for "Improving preparation programs," 17.1% were for "Improving salaries," and 11.4% were with respect to "Quality itself" with many supporting the concept that the quality of administrators was high now.

The respondents were also asked to "...list qualities you are looking for when hiring school administrators." Of those who listed "Demographic" qualities, almost half (46%) referred to "area" or "place of residence." Of those who listed qualities for "Educational Degrees," over one third (38.1%) identified "Masters Degree," about one in five (19.7%) listed "Certificate/Endorsement," and 8.8% noted "Specialist." For "Years of Experience," one in four (25.0%) listed "Three or More Years," one in seven (14.1%) commented that experience was "Desired," and one in eight commented "None" or "Not Applicable." For "Knowledge" as a desirable quality, the responses were grouped by number of responses as follows: Appropriate - 28, (a check mark) - 26, Curriculum - 22,

Experience - 14, "Yes" - 11, and a smattering of other comments were noted. For "Skills," over a fourth (28.8%) noted "Interpersonal or People skills," a sixth (16.3%) merely made a check mark, one in eight (12.5%) gave a rating as "Top," and one in sixteen (6.3%) noted "Ability of (a specific factor" and "Communication." For "Other," the most frequent references were to "People or Interpersonal Skills;" "Leadership;" "Personal qualities" as "Fair -consistent;" "Ability" as "ability to adapt and grow professionally;" and "Recommendations."

In conclusion, the superintendents reported that 183,985 students were enrolled in their districts. Most responding superintendents (208) were from rural districts. The mean number of years as superintendent was 7.7 years. In response to "In how many years do you plan to retire?" the mean was 7.3 years. One perspective on superintendent longevity is that the average superintendent has less time to serve as superintendent before retirement than time already spent in office.

The Supply and Demand of School Administrators in Nebraska

Introduction

On November 17, 1998, Dr. Jerry Sellentin, the executive director of the Nebraska Council of School Administrators, convened a meeting of a Task Force to study the supply and demand of school administrators in Nebraska. Members of the Task Force included Tom Anderson, John Bonaiuto, Dave Clayton, Lois Coleman, Marge Harouff, Drew Heady, Lynn Friesen, Lynn Johnson, Kathleen Minor, Sandy Peterson, Cathie Petsch, Dianne Rakers, Larry Ramaekers, Sue Rasmussen, Ken Rippe, Jim Rose, Bess Scott, and Fred Wendel.

At the initial meeting, the members of the Task Force posed nearly 40 questions, including the following sample.

1. Should the study address Turnover and/or Satisfaction?
2. What is the size of the pool of administrators? What is the quality of the pool?
3. What is the impact of retirement on the pool of administrators?
4. What is the pool from which administrators can be drawn?
5. What is the impact of nontraditional candidates?
6. Is there a relationship between the supply of applicants and size of the school?
7. How is job security affected by supply and demand?
8. What is the impact of board/administrator relations?

The sample of eight questions provides a brief insight into the number and complexity of issues that the members of the Task Force considered at the outset.

After that initial meeting, a draft of a survey was drawn and discussed at the next meeting of the Task Force. Subsequently, revisions were made to the survey, and it was mailed to 258 superintendents in late February 1999. By March

12, two hundred twenty six (226) responses were returned for a return rate of 87.6%.

The responses were tabulated by Jiali Luo, a graduate student in the Department of Educational Administration at UNL, and Fred Wendel, also from UNL. The results of the survey are contained in the remainder of this report.

Number of Administrators

The first question was, "How many administrators are in your district?"

The respondents were asked to record a number by various positions. The number of administrators by position ranged from totals of four assistant elementary school principals to 200 elementary school principals.

POSITION	NUMBER
Assistant Elementary School Principals	4
Assistant Junior High/Middle School Principals	37
Assistant Senior High School Principals	76
Assistant Superintendents	27
Business Officials	21
Central Office Administrators	130
Elementary School Principals	200
Junior High/Middle School Principals	65
Senior High School Principals	193
Special Education Administrators	41
Other Administrators	8
Grand Total	801

The number does not include superintendents, of course, as they were the respondents in the study. The total number of administrators reported was 801 by the 226 responding superintendents.

Estimated Numbers of Administrators Retiring

Question Two asked the subjects, i.e., superintendents of schools, to estimate the number of administrators expected to retire from their districts within three, five and ten years. The results are noted as follows:

POSITION	WITHIN 3 YEARS	WITHIN 5 YEARS	WITHIN 10 YEARS	TOTAL NUMBER
Assistant Elementary	2	2	2	6
Assistant Junior/Middle	4	2	9	15
Assistant Senior High	5	7	16	28
Assistant Superintendents	5	5	12	22
Business Officials	2	3	2	7
Central Office	40	32	50	122
Elementary Principals	36	30	60	126
Junior/Middle Principals	8	9	17	34
Senior High Principals	35	16	50	101
Special Education	7	6	8	21
Other Administrators	2	0	4	6
Totals	146	112	230	488

Again, the number does not include superintendents, of course, as they were the respondents in the study.

Estimated Retirement Rates

Retirement rates for each position were calculated by dividing the number of administrative positions that were reported by the number estimated to retire within three, five, and ten years.

POSITION	WITHIN 3 YEARS In Percent	WITHIN 5 YEARS In Percent	WITHIN 10 YEARS In Percent	TOTAL Percent
Assistant Elementary	*	*	*	*
Assistant Junior/Middle	10.8	5.4	24.3	40.5
Assistant Senior High	6.6	9.2	21.1	36.9
Assistant Superintendents	18.5	18.5	44.4	81.4
Business Officials	3.9	14.3	3.9	22.1
Central Office	30.8	24.6	38.5	93.8
Elementary Principals	18.0	15.0	30.0	63.0
Junior/Middle Principals	12.3	13.8	26.2	52.3
Senior High Principals	18.1	17.2	25.9	61.2
Special Education	17.1	14.6	19.5	51.2
Other Administrators	25.0	0.0	50.0	75.0
Overall Rate				60.9

* The number of assistant elementary school principals was reported to be only four whereas the number expected to retire was reported as six. Thus no rates were computed. The number does not include superintendents as they were the respondents in the study. Information on retirement of superintendents is found in the last section of this report.

The retirement rates as calculated show that the largest estimated retirement rate was for Central Office Administrators (93.8%) within the next ten years. Other rates above 50% were for Assistant Superintendents (81.%), Other Administrators (75.0%), Elementary Principals (63.0%), Senior High Principals (61.2%), Junior High/Middle School Principals (52.3%), and Special Education Administrators (51.2%). Overall, 488 of the 801 (60.9%) administrators were expected to retire within the next ten years.

Openings in Administrative Positions

For Question 3, the respondents were asked to report whether or not openings in administrative positions occurred within their respective districts in the past five years.

The largest number of respondents who reported position vacancies for the past five years was for senior high school principals (94), followed by elementary school principals (64), central office administrators (55), and assistant senior high school principals (31). Column 3, PERCENT, contains the percentage of superintendents who reported vacancies by position, i.e., by dividing the number who reported a position vacancy by the number of respondents (226). More than two of five respondents (41.6%) reported a vacancy for the senior high school principalship in their districts. Other percentages of note were 28.3% for elementary school principals, 24.3% for central office administrators, and 15.7% for assistant senior high school principals.

POSITION VACANCIES REPORTED WITHIN THE LAST FIVE YEARS	NUMBER	PERCENT
Assistant Elementary School Principals	2	.01
Assistant Junior High/Middle School Principals	14	.06
Assistant Senior High School Principals	31	13.7
Assistant Superintendents	5	.02
Business Officials	9	.04
Central Office Administrators	55	24.3
Elementary School Principals	64	28.3
Junior High/Middle School Principals	21	9.2
Senior High School Principals	94	41.6
Special Education Administrators	18	8.0
Other Administrators	6	2.7

Number of Applications for Administrative Position Vacancies

Item 4 read, "Of those administrative openings that occurred in your district in the past five years, please indicate the position vacancy and number of applicants that applied for the position."

Only two respondents reported on the number of applicants for assistant elementary principals in their districts; one noted that from 6 to 10 candidates applied while the other had 21 or more candidates. In several instances, five or fewer candidates applied for vacancies, e.g., for assistant junior high/middle school principal, assistant high school principal, business official, central office administrator, elementary principal, junior high/middle school principal, senior high principal (15 instances), special education, and other.

	NUMBER OF APPLICATIONS PER POSITION VACANCY				
ADMINISTRATIVE POSITION	0-5	6-10	11-15	15-20	21 or more
Assistant elementary	-	1	-	-	1
Assistant junior/middle	2	4	-	3	3
Assistant high school	6	4	7	5	5
Assistant superintendent	-	2	1	-	1
Business official	1	3	1	1	-
Central office administrator	2	1	3	3	1
Elementary principal	6	10	16	6	16
Junior/Middle principal	2	5	5	-	6
Senior high principal	15	22	20	13	23
Special education administrator	8	5	5	-	-
Other administrator	2	4	1	1	1
Totals	44	61	59	32	57
Column Percentages	17.4%	24.1%	23.3%	12.6%	22.5%

A little over a third (35.1%) of the vacancies reportedly drew 15 or more applications while over two of five (41.5%) position vacancies drew ten or fewer applicants.

Percentage of Candidates Possessing Required Qualities

Item 5 read, "Of the positions you listed in 4.A, ff., what percentage of candidates possessed the qualities that were required for the position?"

A range of percentages was listed: 10% or less, 11% to 25%, 26% to 50%, 51% to 75%, 76% to 90%, and 91% to 100%. One superintendent reported, for example (See *), that from 11% to 25% of the candidates for a position as an elementary principal possessed the qualities that were required for that position. Another superintendent reported that from 51% to 75% of the candidates for an assistant elementary principalship possessed the necessary qualities (See **).

ADMINISTRATIVE POSITION	10% or less	11-25%	26-50%	51-75%	76-90%	91-100%
Assistant elementary	-	1*	-	1**	-	-
Assistant junior/middle	-	2	3	3	-	2
Assistant high school	1	3	7	3	5	3
Assistant superintendent	-	2	-	1	-	1
Business official	-	1	3	2	-	-
Central office	1	-	-	1	3	2
Elementary principal	4	8	13	9	5	6
Junior/middle principal	1	5	4	1	1	5
Senior high principal	6	15	26	20	7	13
SPED administrator	3	3	5	1	1	2
Other administrator	1	2	-	3	1	2
Totals	17	42	61	45	23	36
Grand Total = 224						
Percentages	7.6%	18.8%	27.2%	20.0%	10.3%	16.1%

In 17 of the 224 (7.6%) reported vacancies, 10% or less of the applicants possessed the required qualifications. In 42 of the 224 (18.8%) reported vacancies, from 11% to 25% of the applicants possessed the desired qualities. In 61 of the 224 (27.2%) reported vacancies, from 26% to 50% of the applicants possessed the required qualifications. In 45 of the 224 (20.0%) reported vacancies, from 51% to 75% of the applicants possessed the desired qualities. In 23 of the 224 (10.3%) reported vacancies, from 76% to 90% of the applicants possessed the required qualifications. In 36 of the 224 (16.1%) reported vacancies, from 91% to 100% of the applicants possessed the desired qualities. Thus nearly in nearly half (46.4%) of the vacancies, 51% or more of the applicants possessed the necessary qualities for the respective administrative vacancy.

Attractive Features

Respondents were asked in item 6, "What factor, in your opinion, has been most attractive about your district to candidates for administrative positions?"

The responses were grouped by the factor that was first-mentioned into sections of the document, word-for-word and character-for-character, and then the lines were numbered in the word processing program so that a count of responses could be easily made. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows:

55 - Location. Regardless of the location of the school, "location" was viewed as an attractive feature whether it was close to a metropolitan area or in a less populated one.

23 - Size. "Small" was seen as attractive as "large" relative to size of a district and community.

18 - Community support, including good board/administrator relationships.

16 - Quality, including quality of life, community, and facilities.

12 - Stability, including staff, community, and finances.

7 - Good system for a beginner, e.g., "It's a place to start & gain experience."

7 - Salary, e.g., "Competitive salary, community, size of school."

6 - Miscellaneous, e.g., "Technology." "K-12 principal is not A.D., competitive compensation arrangement has been created in last 2 years; Supt is not elementary principal." "We haven't had to look for admin. position since 1991."

6 - Reputation, e.g., "Reputation, Size, Location, Salary."

5 - Housing, e.g., "Housing provided, fairly competitive salary for small school."

4 - Employment opportunity, e.g., "There was a vacancy and someone needed a job."

4 - Students and Staff. "Multicultural student body. Excellent facilities."

3 - None, e.g., "None-closing the H.S. multiple meetings for consolidation, highly charged emotional decisions. No redeeming qualities."

Inducements

Item 7 was, "What special inducements, if any, have you offered to applicants to accept administrative positions in your district?"

The responses were grouped by the factor that was first-mentioned into sections of the document, word-for-word and character-for-character, and then the lines were numbered in the word processing program so that a count of responses could be easily made. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows:

115 - None. A few comments were added as, "None - Yet!" "None (Great working environment!?!)"

22 - Salary, e.g., "Money." "Competitive salary." "Competitive salary & fringes, move exp's." "Quality salary, top of array, 100% moving, auto." One negative response was provided: "Really low salaries."

14 - Moving expenses, e.g., "Moving expenses/we also pay interview expenses."

14 - Options, as "Able to live outside of the district." "Chance to be part of a quality admin. team." "Employ spouse." "Flexible work schedule - part-time." "in-service component - travel."

13 - NA or N/A, with one comment: "I was the person hired 4 years ago."

6 - Housing.

3 - - (hyphen only) (No written comment, no indication of meaning of such a punctuation mark.)

Reasons for Declining Offers of Employment

Item 8 was, "What reasons, if any, were given by applicants for administrative positions in your district who declined offers of employment?"

The responses were grouped by the factor that was first-mentioned into sections of the document, word-for-word and character-for-character, and then the lines were numbered in the word processing program so that a count of responses could be easily made. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows:

83 - None, None declined, None known.

39 - NA or N/A or Not Applicable. (No written comments provided with any of the 39 entries.)

26 - Salary, e.g., "Basically salary."

21 - Reasons, e.g., "An applicant took an Assist. Supt. position instead of an H.S. Principalship." "Assumed positions elsewhere." "Decided to stay where they were." "Stay in classroom. didn't want to move family." "Did not want to take on a mess." "Old facilities, more specific defined job duties & personal interest exc. curr work etc." "Three elem. buildings." "Housing shortage." "One candidate declined because a personal family situation developed." "Other openings." "Previous negative image of the Board from previous years." "Micromanaged Board of Education." "Too small; too many hats to wear, i.e., elem. prin., sec. prin., supt & Co. supt." "Difficult position due to minority enrollment."

10 - Location.

8 - Has Not Happened.

5 - Unknown, e.g., "TBA - Haven't been turned down yet. Will know more in 2 weeks."

5 - (hyphen only)

3 ? (question mark only).

2 - Employment for Spouse, e.g., "Spouse unable to locate position." "Wives had jobs which weren't available in 'name of town withheld'. Families could not afford to live on one salary.

1 - Size.

Suggestions for Improving the Supply of Administrators

Item 9 was, "In your opinion, what could be done to improve the supply of school administrators?"

The responses were grouped by the factor that was first-mentioned into sections of a document, word-for-word and character-for-character, and then the lines were numbered in the word processing program so that a count of responses could be easily made. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows:

65 - Dollars, Money, Salary, and Pay Differential.

25 - Ease Regulations.

17- Increase Community Support.

16 - Improve Working Conditions.

4 - Provide Mentoring for Aspiring Administrators.

1 - Nature's Course. "I believe the law of supply and demand will provide some solutions."

1 - Unknown. "Not sure."

Suggestions for Improving the Quality of Administrators

Item 10 was, "In your opinion, what could be done to improve the quality of school administrators?"

The responses were grouped by the factor that was first-mentioned into sections of the document, word-for-word and character-for-character, and then the lines were numbered in the word processing program so that a count of responses could be easily made. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows:

57 - Improve Preparation Programs. "Better classes at the graduate level. Not so much philosophy & more hands on classes."

30 - Salaries.

20 - Quality. "Quality seems to be ok. - have excellent support association." "Quality is excellent - prep. from Nebraska colleges and university has been exceptional." "I feel that the quality of administrators is not poor but many who would be good do not go into the field because of the hassle involved with the job." "The quality of the school board greatly affects the quality of school administrators." "Quality of preparation/willingness of colleges to wash-out candidates."

17 - Training and Job Descriptions. "Allow more time for training and in-service. Pay for professional growth."

14 - Recruitment. "Rigorous attempt to recruit teachers with the 'right stuff'."

10 - Selection. "Be more selective in who gets in admin. program - improve quality of ed ad instructors."

8 - Internships. "Internships; hands on experiences prior to entering the field."

7 - Skills. "More focus on skills/less on managing."

5- Improve Working Conditions. "Lessen the load. Spread responsibilities. Administrators need a home life some evenings as well."

3 - Boards of Education. ""Better board members...." "Keep board member away-let them do their job." "Boards of education have still not gotten the word about the severe shortage of school administrators."

4 - No Comment, e.g., "1-" "?" "NA" and "No opinion."

Desired Qualities in Applicants for Administrative Positions

Item 11 read, "Please list what you are looking for when hiring school administrators."

The responses were entered into a spreadsheet, according to the number given to the return and to that which was first-mentioned, word-for-word and character-for-character, and then the entries in the spreadsheet were sorted so that responses were alphabetized. The factors that were first-mentioned are ordered by number of comments, with sample comments for flavor, as follows.

Demographic Characteristics

One hundred (100) of the 226 respondents (44.2%) made some notation.

35 - Area. "Able to be happy in the Sandhills." "Committed to area."

11 - Place of Residence. "Live in (our town)." "Live in or near district."

11 - None. "None in particular." "Not important." "Nothing specific."

6 - Personal. "A good person!" "Age 30-45, plan to stay more than 3 yrs."

3 - Gave a number '5' to this factor in a rank ordering of the items.

3 - Made a mark of - (hyphen).

3 - Made a ? (question mark).

3 - Made a check mark.

3 - "Open."

3 - Qualifications. "Depends on the position." "Most qualified applicant."

2 - "Any."

2 - Minority. "In northeast NE - we need Hispanic representation; more females." "Minority candidates to match student demographics; gender balance."

2 - "Yes."

1 - Gender. "Gender balance; ethnicity-mid 30's and up."

Educational Degree

One hundred forty seven of the 226 respondents (65.0%) made a notation of some kind relative to "educational degree."

56 - Masters Degree. "M.A." "M.A. or better." "M.S./Specialist." "Masters +."

29 - Certificate/Endorsement. "Adm. & Supervisory Certificate."

13 - Specialist. "Ed Specialist or Dr. of Education." "Ed.S." "Specialist or greater."

11 - Qualified. "Qualified to do the job."

10 - x. (A check mark was made.)

7 - Minimum. "Minimum required."

6 - "Yes."

4 - Degree. "Degree required by Rule 10."

4 - Rankings. One respondent wrote a "1," two "3," and one a "4."

1 - Doctorate. "Doctorate, Specialist, Masters."

Years of Experience

Comments about "years of experience" were made by 156 (67.8%) responding superintendents.

39 - Three or More Years. "3 or more." "3 to 10." "3 to 5 yrs. minimum." "3+."

22 - Desired. "Depends on the position." "Desired but not required."

19 - None, Not Applicable.

15 - Five or More Years. "5 - 7 years classroom." "5 or more."

13 - x (A check mark was made.)

10. Some. "Some experience - but not necessary."

8 - Two or More Years. "2 to 10 years." "2 to 5." "2-3 if possible." "Would prefer 2-3 yrs but am not hesitant to hire first year as an assistant."

7 - Rankings. One a "1," two a "3," two a "4," and two a "5."

4 - Yes.

2 - Open.

2 - Ten or More Years.

Knowledge

Almost three of four (73.0%) made some notation relative to "Knowledge."

28 - Appropriate. "Appropriate for responsibilities." "Best practices - teaching/learning sequence." "Firm understand of rules & regs, how to work w/staff & students & public." "Good knowledge base."

26 - x (Check marks were made).

22 - Curriculum. "curriculum, school improvement, understanding of supervision,"

14 - Experience. "3 to 5 years teaching experience." "Experience in assessment/school improvement, multicultural education."

11 - Yes. "Yes - some experience helps." "Yes-candidates must posses a strong knowledge base." "Yes. of other skills districts & legislature."

9 - Ratings. Two a "1," three a "2," one a "+," "In top two." "One of the most important (along with Skill expertise)" and "Top."

8 - Administrative and Organizational Skills. "Decisions, human rel." "Have knowledge of a small school & how it works."

7 - Instruction. "Focus on instruction & caring attitude."

5 - Important. "Important." "Very important." "Very important (along with Skill)" "Very important - curriculum, student behavior."

5 - People Skills. "How to work effectively with people." "People skills more important than anything."

3 - Students. "Demonstrated excellent relations with students, enthusiasm, excellent people skills."

3 - Teacher Evaluation. "Understanding of staff evaluation and development."

3 - Willingness to Learn.

2 - Children. "Child Psychology." "understanding of children."

2 - Common Sense. "Common sense, organization, interpersonal skills."

Skills

Over two thirds, i.e., 160 of the 226 respondents (70.8%), made some comment or notation with respect to "Skills."

46 - Interpersonal Skills. "Good people skills." "How well they can handle people, both students & parents." "How to work effectively with people." "Leadership skills vs. boss. Results driven. People skills. Caring attitude."

26 - x (Check marks only.)

20 - Ratings. Two "1". One "2". Two "3". "Always a priority." "high." "More important than knowledge." "Most important." "Top." "Very important."

10- Abilities. "Ability to be fair, honest, and loyal." "Ability to deal with people in a cool level headed manner and have the courage to do the right thing."

10 - Communication. "Communication, Conflict Resolution." "Oral & written communication skills and ability to follow through."

8 - Computer/Technology. "Computer." "Computer & technology integration." "Technical (computer, distance learning)" "technologically literate"

8 - Experience. "Based on experience on the job." "Based on Recommendations of Previous Employment." "Building level experience." "Positive school experience." "proven self at previous level." "relevant experience" "Some experience" "Successful experience"

8 - Yes.

7 - General Statements. "Depends on the position." "Difficult to determine-based on recommendation." "Fit the job." "Has to do everything, be everything to all people." "If we as a profession can not articulate what it is we do for a living-pedagogy then we will NEVER garner the respect & status that we so emotionally feel we deserve." "Integration of skills is important." "Open Minded."

5 - Administrative Skills. "12 skill dimensions." "Decision making skills."

5 - Curriculum. "Curriculum implementation, staff appraisal, leadership"

3 - Teacher Evaluation.

2 - Marks. One each of: "-" and "?"

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Other

Only one of four, 60 of the 226 respondents (26.5%), made some comment or notation with respect to "Other" under Item "11. Please list what you are looking for when hiring school administrators."

15 - People or Interpersonal. "Cares for students and staff." "Good public relations skills-Sense of humor-sense of balance No hot heads wanted! Too dangerous these days." "Good rapport with students, teachers, & community."

8 - Leadership. "A leader, not a manager." "a leader, not a manager." "Leadership skills-motivate people-team player empower skills school finance high morals/ethics." "Leadership skills; courage to do what's best for kids."

8 - Personal Qualities. "enthusiasm, endurance, people skills." "Fair - consistent." "Personality traits." "Quality person - very important!"

7 - Ability. "Ability to adapt and grow professionally." "Ability to motivate and be a change agent." Ability to work effectively with others." "Depends on the position." "Specifics that may relate to position."

5 - Recommendations. "Good recommendations....." "recommendations from Bd., staff, other admin, community plus resume long enough to give good picture of leadership and contribution." "req. cert. - NDE 'best' available."

3 - Curriculum and Instruction. "In-depth knowledge of instructional leadership-curriculum development-working with peers/public/students for results."

3 - Personal Motivation. "Commitment to student success, flexibility able to endure change - able to promote active learning and teaching." "Has to have a strong constitution because of amount of criticism they will receive, has to like kids & be willing to do what is 'best' for the students' education & not be wishy-washy."

2 - Common Sense.
2 - Location. "Commitment to living in Western NE." "Likes our size & location."
2 - Marks. One "-" and one "?"
2 - Team Player. "team player, none blinking courage when the double standard surfaces." "Team player, community involvement."
1 - Communication. "Communication skills"
1 - Educational Philosophy. "Needs sound educational philosophy and background - need to be able & willing to manage the school building - needs to be student & staff oriented."
1 - Technology. "Technology literate, staff development, community minded, supportive of all phases of school endeavors."

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Selected Demographic Characteristics of Respondents

The superintendents submitted figures for enrollment that totaled 183,985 students.

The superintendents indicated that their districts were rural (208), suburban (16), or urban (0).

The superintendents were asked, "How many years have you been in your present position as superintendent of schools?" The mean of the 224 responses was 7.7 years.

In response to "In how many years do you plan to retire?" 216 superintendents supplied a number. The mean was 7.3 years. If that figure holds true, then half of the superintendents in Nebraska should retire within seven to eight years. At that rate, the replacement of chief executive officers will create a high demand for administrators who can provide leadership at that level.

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